

# on the GREEN

A weekly publication for Gallaudet University staff and faculty

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## Educational options for deaf students discussed at '94 T.J. Landers lecture

Almost 20 years after the passage of Public Law 94-142—the Education of All Handicapped Children Act—and its revised version, PL 101-476—the Individuals with Disabilities Education Act (IDEA) of 1990—children with disabilities have more educational options than in the past. But which option will best meet a child's needs, especially a deaf child's needs, is often a dilemma for both educators and parents.

This was the tone set by panelists and audience members at the Annual T.J. Landers Lectureship in Special Education Administration, "Dilemmas, Demands, Decisions in the Placement of Deaf Students: Administrators Riding the Crest of a New Wave," held Oct. 26 in Ely Auditorium. The panel included five education officials, one retired official, and one Gallaudet student. Questions and comments from the audience also were received. Jay Innes, an associate professor in the Education Department, was the moderator.

The audience consisted of deaf educators and educational administrators, deaf adult students, and other members of the deaf community, many of whom were in town for the conference, "Inclusion?—Defining Quality Education for Deaf and Hard of Hearing Students." (See story, page 3.)

The panel agreed that accurate and careful interpretation of IDEA and preservation of placement options are crucial to its use in deciding which educational environment is best for a deaf child. Panelist Tom Neveldine, executive coordinator for special education for Albany, N.Y., said that the U.S. Department of Education *Policy Guidance Directive of 1992* clarified interpretation by outlining several factors that must be considered when placing a deaf or hard of hearing child. Dr. Neveldine said that he and his staff carefully follow these

guidelines "to make sure that our placement is appropriate to the linguistic and educational needs of [deaf] students."

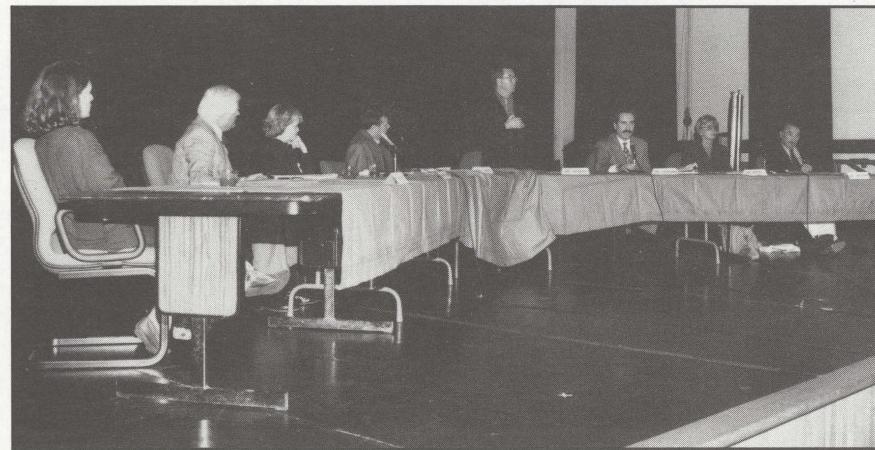
One primary topic was the law's requirement that educators fully consider placing a child in the regular classroom with support services as a first option. Innes and panelist Trudy Suggs, a Gallaudet senior, and several audience members said that many educational districts interpreted this to mean that deaf children must be mainstreamed first, and only after the children fail in regular classrooms may other placements, such as a school for deaf students, be tried.

Neveldine stressed that in his district this was not true—that while a mainstream placement was always considered, it was not the first option tried unless it truly seemed to be the best place for the child after examining his or her hearing loss and communication and linguistic needs, academic level, and social, emotional, and cultural needs.

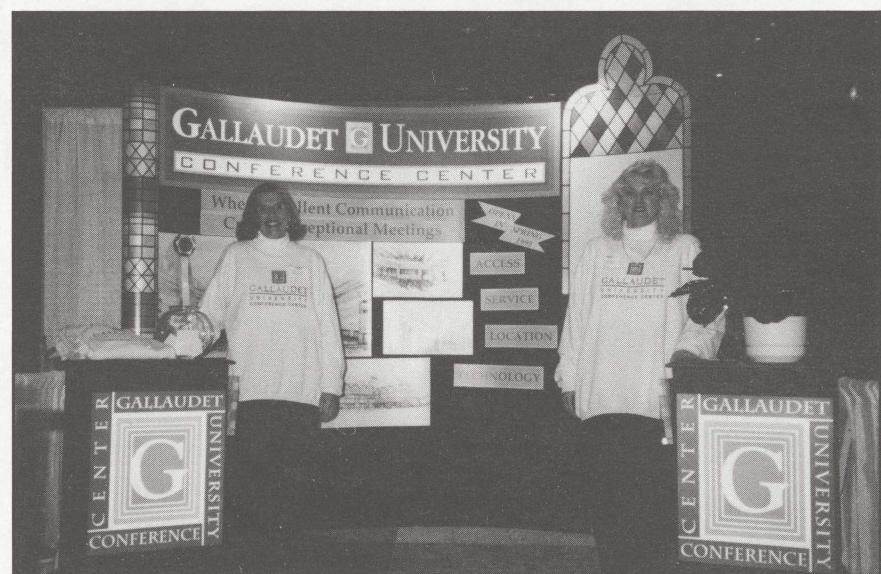
Several other panelists said their offices, too, tried to assess the best place for the child based on input from a multidisciplinary team and the parents. "The key to the whole process is individualized education," said panelist Ramon Rodriguez, director of the Office of Special Institutions for the U.S. Department of Education. "Oftentimes the responsibility [for placement] lies not only on the school but on the parents."

The need to educate hearing parents about deaf children's needs for communication, deaf adult role models, and exposure to deaf culture also was addressed by panelists and stressed by audience members. "We need to help professionals and parents so they will better understand the needs of children who are deaf," said Neveldine.

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Panelists discuss the effects of 1975's PL 94-142, revised as the Individuals with Disabilities Education Act in 1990, on educational placements for deaf students at the Annual T.J. Landers Lectureship in Special Education Administration Oct. 26.



Marketing staff Kathy Brennan and Kay Harkness work at the GUCC exhibit, which won "Best in Show" at the Prince George's County Chamber of Commerce Trade Fair.

## Conference Center exhibit nets award

The Gallaudet University Conference Center (GUCC) stepped into the limelight and onto the airwaves Oct. 18 when an exhibit about the center won the "Best in Show" award at the Prince George's County Chamber of Commerce Trade Fair. Because of the award, WPGC all-business radio interviewed GUCC coordinator of sales and marketing Kay Harkness at the fair.

The GUCC exhibit received the

award for its overall appearance and the fact that all of its elements, from its literature to its staff's attire, created one image for the center.

The GUCC brochure features stained glass window designs from College Hall and "Ole Jim," the navy and teal GUCC logo, and the mauve and teal colors planned for the interior of the center. The exhibit matches this

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## VIP continues to draw responses

The Vision Implementation Plan (VIP) assessment of Gallaudet's Division of Academic Affairs continued to draw responses last week, with President I. King Jordan and the VIP Steering Committee sending letters to campus constituents urging their cooperation in the review, and students meeting to express their opinions on the process.

In a matter related to the review process, Vice President for Academic Affairs Roslyn Rosen has asked the Steering Committee to extend the deadline for submitting its final recommendations from Dec. 15 to Dec. 22. As a result, input from the campus community will be accepted until Dec. 1 instead of the prior Nov. 22 deadline.

In a letter to Academic Affairs faculty and staff, Dr. Jordan stated, "Today, we have reached a critical point in the [VIP] process," and the campus community needs to provide input on the Steering Committee's recommendations concerning Gallaudet's academic programs.

"I urge each of you to help with this current and most essential step in the VIP process. Steering Committee members need your best thinking as they work on developing the final

*report," said Jordan.*

To assist faculty, staff, and students in providing feedback, Jordan said in his letter that the bulk of the data used by the Steering Committee will be made available to faculty, staff, and students as of Nov. 18. Only confidential material, including accreditation reports, individual faculty and staff salary information, and deans' program rankings, will not be made public. Summaries of the reports by the six task forces also will be provided. Each vice president and dean will receive the information, and copies will be on reserve in the libraries of Gallaudet's two campuses.

The Steering Committee's preliminary report "has generated a great deal of discussion and, sometimes, difficult dialogues," said Jordan, but he expressed confidence that the campus community can work together to achieve change and meet the goal of the Mission Statement to redefine what the best education for deaf and hard of hearing students is.

The Steering Committee, in its letter to members of the Faculty Senate and chairs of the Legislative Councils on preparatory, undergraduate, and graduate students, responded to issues

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Mentorship consultant Fran Prolman oversees participants composing a list of aspects of mentoring that they would like to learn at a "Mentoring the Beginning Professional" workshop.

## Event explores mentoring relationship

The ideal mentor should be supportive, objective, patient, understanding, insightful, confident, and multicultural sensitive. These were only some of the characteristics that participants in an Oct. 21 workshop, "Mentoring the Beginning Professional," said that they felt an effective mentor should have.

But, alas, a mentor is only human. And there comes a time when a protégé realizes his or her mentor is not perfect, said keynote presenter Dr. Fran Prolman, a mentorship consultant and author of a book entitled *The Mentor/Beginning Teacher Interaction: Teacher Perceptions and Characterizations of the Colleague Teacher Relationship*. In fact, protégés may know things in specialized fields that their mentors do not.

The mentoring workshop, sponsored by the School of Education and Human Services (SEHS), was held for current and potential mentors and protégés in Project Threshold, which began in 1992 with a grant from the Philip Morris Foundation to pair alumni of SEHS with professionals in their fields.

"Our work does not end when our students walk across the stage at graduation," said SEHS Dean David Martin, in explaining the value of a mentoring relationship. "It has been shown in other contexts that mentoring helps well-trained people remain in their professions by getting past that critical and delicate first year."

In her lecture, "Strategies for Mentoring Success," Prolman said that people new to teaching or other professions often feel isolated. They may have questions about their jobs but are afraid to ask them because they don't want to look inexperienced. They may also be under extreme stress and don't have anyone to talk to. "Fifty percent of all teachers quit during the first five years, not because of the money, but because they're dying of loneliness," she said. "No one will hold your hand the first year."

A new teacher, for instance, may feel overwhelmed the first time a parent becomes angry with him or her. "It can take months to recover," Prolman said. On the other hand, an experienced teacher may be able to cope better with such setbacks but may feel his or her job is "flat," that everything is the same from year to year, that no one really respects his or her experience and talents. A mentorship can bring these professionals together so they can help and learn from each other.

"There is a lot of emotional power and strength in the mentor/protégé

relationship," Prolman said. A mentor can help a protégé in everything from explaining the rules in the handbook, to the unwritten rules—helping the protégé meet people, assisting the person in learning skills helpful to his or her professional development, or lending a shoulder to cry on. In return, the mentor feels he or she is investing in someone, and feels his or her rich experience in the field is helping someone else.

But although the values of mentoring are highly acclaimed, the dynamics of a mentoring relationship can change constantly, Prolman said. The key to being a good mentor is having non-judgmental listening skills. And a protégé "can't be shy," she said. "You must ask questions."

Although each mentoring relationship is different, there are some common elements that many experience, Prolman said. At first, the mentor may be very energetic in helping the protégé, while the latter idealizes his or her mentor. Next, the mentor and protégé may develop strong bonds. They both may become disillusioned with the other—the protégé realizes the mentor doesn't know everything, and the mentor realizes the protégé won't need him or her forever. In some cases, the two may part as mentor/protégé, but in others, the relationship may transform into a close and lasting friendship.

In other workshop activities, participants joined a panel discussion on "Lessons from a Protégé/Mentor Administrator Team," and discussed a videotape, "The Beginning Professional" about mentors and protégés.



The first flag football team in the history of KDES poses with head coach Keith Adams (right), a '94 Gallaudet alumnus, and assistant coach John Rehkop, a sophomore at the University.

## Steps taken to accommodate drivers

The Sixth Street entrance to campus was closed Oct. 31, and the parking area adjacent to the Transportation Building was closed in preparation for the construction of a four-level, 360-space parking garage.

The garage is expected to be completed in late May or June and to be operational by next fall, at which time parking fees will be implemented.

Although the new construction project has made it more difficult for drivers to find a place to park, the total number of parking spaces is adequate, according to Dr. Bette Martin, special assistant to the president for Institutional Affairs and chair of the University Parking Committee (UPC). Generally, said Martin, there are more than 100 spaces available in the Sixth Street overflow parking lot.

To help accommodate drivers as much as possible while the construction is in progress, the Department of Safety and Security and the Physical Plant Department have initiated some changes:

- The Brentwood Parkway gate at MSSD and the West Virginia Avenue gate at KDES are now open longer—from 6 a.m. to 9:30 a.m. and from 2 p.m. to 6 p.m.

- The guard kiosk and the gate to the Sixth Street overflow lot will soon be situated directly opposite the entrance to the new covered walkway leading to Faculty Row. New lights and three emergency alarm buttons have been installed on the walkway, and the path has been more clearly marked.

Martin also asks that the campus community remember that shuttle buses departing campus for Union Station and Eastern Market stop at the Sixth Street overflow lot, and that Lincoln Circle traffic is one way from the Eighth Street gate to the Washburn Arts Building. Also, because parking space is limited, visitors and vendors who come for special events must park in the overflow lot or in metered spaces.

The Department of Safety and Security and the UPC will continue to monitor the parking situation, said Martin.

## Information offered during open season

Open season for employees who wish to change their health insurance coverage is Nov. 14 to Dec. 12, according to Agnes Muse, benefits specialist in the Personnel Office.

During open season, eligible employees can change health insurance plans, switch from "self only" enrollment to "self and family" enrollment, or enroll in a plan for the first time.

Enrollment information for 1995 and comparison charts for the various health plans are available in the Benefits Office, College Hall, Room 113, and in the Dean's Office at the Northwest Campus. Individual health plan booklets are also available at these locations.

To give employees more in-depth information, a Health Fair will be held on Kendall Green Nov. 16 from 10 a.m. to 3 p.m. in the Ely Center Multipurpose Room.

Representatives from various health care organizations will be on hand at the fair to answer questions about their plans. Michelle Wilkins, a health plan marketing representative, will give a presentation, "How to Choose A Health Plan," at 11:30 a.m. and 1:30 p.m. in the Ely Auditorium Nov. 16 and at 1:30 p.m. in the Main Hall Lounge of the Northwest Campus on Nov. 17.

In addition, Susanne Scott, a fitness instructor from the Gallaudet Workout,

will give a Slide 'n Tone demonstration at 12:30 p.m. Nov. 16 in the Ely Center Multipurpose Room.

Information that employees provide by enrolling in the Federal Employees Health Benefits Programs may also be used for computer matching with federal, state, or local agencies' files to determine whether employees qualify for benefits, payments, or eligibility in the Federal Employees Health Benefits Program, Medicare, or other government benefits programs.

All health registration forms must be received in the Benefits Office by Dec. 12 before the close of business. All open season changes and elections will become effective Jan. 8. The first payroll deduction will be made from the Jan. 31 paycheck.

Muse also wants employees to be aware that if they leave Gallaudet they may be eligible for Temporary Continuation of Coverage (TCC), unless they are released for gross misconduct.

TCC can continue for up to 18  
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## Merits of 'inclusion' questioned

Educators in the special education field nationwide are pushing for "inclusion" in public schools for all children with disabilities—an approach that will exclude many deaf students from equal access to education, argued some presenters at an Oct. 26 to 28 conference in Washington, D.C., "Inclusion?—Defining Quality Education for Deaf and Hard of Hearing Students."

This year's fourth annual Homecoming conference on deaf education, co-sponsored in part by Gallaudet's College for Continuing Education and Pre-College Programs, attracted approximately 500 parents, professionals, and members of the deaf community.

Dr. Oscar Cohen, superintendent and executive director at the Lexington School for the deaf in Jackson Heights, N.Y., gave a presentation on "Implications of Inclusion for Deaf Children." Cohen's presentation covered the history of how inclusion started as an educational philosophy and a discussion of the issues involved with inclusion.

Lawrence Siegel, an attorney from Greenbrae, Calif., gave a keynote address on "Full Inclusion: Why the Movement 'Including' All Children Is Contrary to Law and Contrary to the Needs of Many Deaf Children."

"[Siegel] did a great job of helping us understand the different laws," said Dr. Richard Lytle, a professor in the Education Department. Siegel covered laws of the past 20 years that affect the education of deaf children, the rights of the parents, the rights of the children themselves, and how the inclusion philosophy movement affects school placement.

In another keynote address, Stephen Nover, a doctoral candidate at the University of Arizona in Tucson, presented "Full Inclusion for Deaf Students: An Ethnographic Perspective." Nover shared research relating to deaf children in a mainstream setting and the English they are exposed to in class when using an interpreter. "What hit me was ... how little direct English vocabulary the children get," Lytle said of Nover's conclusions.

Lytle moderated the closing panel, "Planning for Tomorrow: Putting Children First in the Placement Debate." "The final panel tried to encourage people to use this conference to be more active as individuals and groups to look at inclusion," Lytle said. "We wanted people at the end of the conference

to do something, to take advantage of something from the conference in class or in [Individual Education Plan] planning. A good conference leads to action.

"I'm hoping that the increased awareness and knowledge will help parents, professionals, and the deaf community be more effective in presenting and sharing the experience of deaf children in placement decisions," Lytle said. "We need to do a better job of helping the government, other disability groups, and schools understand the needs of deaf children. I hope also that we learned that through partnership [between parents, professionals, and the deaf community] we'll do much better."

Indeed, Cohen suggested in his presentation that people interested in promoting the interests of deaf students should start by reaching out to parents of children with other disabilities for whom inclusion is more appropriate. The deaf community, parents of deaf children, and professionals working with deaf people would then support these parents in the inclusion movement for their own children, and ask them to support the counter movement against inclusion for children for whom it is not appropriate, so all children can get equal access to education.

"I think one emphasis of the conference is that 'one size fits all' [as an educational philosophy] is not appropriate," Lytle said. "Deaf people have different needs—not for physical access, but communication and language."

Concurrent sessions included: "Where Should My Child Go to School? Parents' Perspectives," by Sandy Harvey, executive director of the American Society for Deaf Children; "Quality Education: Deaf Students' Experiences in Residential Schools vs. Public/Private Schools," by Dr. Fred Mangrubang, a science teacher at KDES; "Is the Audiogram Important to Consider When Determining Inclusion?," by Mary Ann Kinsella-Meier, coordinator of Audiology and Communication Services, School of Preparatory Studies; "Inclusive Co-Teaching Model: Calcott's Building Block to Education," by Maritsa Alger, inclusion specialist, Cathy Baer, speech-language pathologist, and Dr. Renee Tapasak, educational psychologist, all of Norfolk, Va., public schools; and "Sacrificing Deaf Children to the Gods of Legislative and Educational Ignorance," by Dr. Jess Freeman King, an associate professor at Utah State University.



Mattie Pierce (center), a custodian in Custodial Services for 15 years, is shown at her retirement party Oct. 20 with daughters Jeanette (left) and Celeste.

## Announcements

Winter Break for staff who work a standard work week will be Monday, Dec. 26, through Friday, Dec. 30. New Year's Day will be observed on Monday, Jan. 2. Regular status and extended temporary staff will be eligible to receive their regular pay for the number of hours normally scheduled to be worked on these days.

Dr. Catherine Anderson, chair of Communication and Developmental Studies in the School of Preparatory Studies and the recipient of the 1994 Distinguished Faculty award, will present "The Fourth R—Retention," on Nov. 15 from noon to 1 p.m. in the upper level of "Ole Jim." The campus community is invited. Refreshments will be available.

The Bison Booster Club, the Athletics Department, and the Department of Publications and Production are sponsoring a photo contest in both student and open divisions. Photos are being sought of Gallaudet buildings, people, sports, and other campus activities. Cash prizes will be

awarded. All entries will become the property of the University. Photographers will be credited for any photos used later in University publications. Entry forms are available at Publications and Production, MSSD Room G-43, or the Athletics Department, Field House, Room 116. All entries must be submitted to Publications and Production by April 21, 1995.

The National Aquarium in Baltimore, Md., will provide sign language interpreters for all public presentations, including seal, ray, and puffin feedings, dolphin shows, and general visitor programs, on Dec. 4. For more information, call (410) 576-3845 (V) or (410) 625-0720 (TTY).

Roberto Pradez, an accomplished deaf artist and educator who has been compared in Spain to Laurent Clerc in France and America, will be the topic of a Nov. 17 presentation by Dr. Susan Plann, who is Powrie V. Chair of Deaf Studies through December. The presentation will be at 3:30 p.m. in Room LN-11 of Merrill Learning Center.

## Letter to the Editor

I appreciate the coverage that *On the Green* has given the VIP process in the past and hope that it will continue.

The article "Senate defeats no confidence motion" in the Nov. 7 issue, however, has left an impression that is false and that I believe must be corrected. The particular fact in question is not of great significance—what is significant is the impression one receives about the Steering Committee's use of data.

In the second column on the first page, the article says: "While Steering Committee Chair John Van Cleve stated that the program [Master's in Social Work] had 15 students, Moses clarified that it has 24 full- and part-time students."

Readers will get the impression that what Professor Moses said was correct and the Steering Committee wrong, for the word "clarified" implies that what the speaker said is true. Alas, it's not so simple: According to the current (that is, the fall semester of 1994) official records of Gallaudet's Office of Enrollment Management, the MSW program has

15 full-time and four part-time students enrolled, which I believe does not contradict what I said. The Office of Enrollment Management verified for the Steering Committee all graduate enrollment and graduation numbers shortly before the Faculty Senate meeting in question, and neither Professor Moses nor anyone else in the Social Work Department has given the Steering Committee any evidence to indicate that the Office of Enrollment Management's data is incorrect.

The numbers in dispute are not terribly significant, but it is important to the Steering Committee and to everyone supporting change on the Gallaudet campus that *On the Green* not contribute to giving the impression that data of poor quality has been used. It has not. The most important data we have used is primarily from two sources: The official records of the University and self-reported information from departments. The presumption must be that such data is correct until proven otherwise.

John Van Cleve  
Chair, VIP Steering Committee



Executive Director of Enrollment Services Astrid Goodstein gives 15-year service awards to Admissions Director Deborah DeStefano and Director of Financial Aid Nancy Cowan.

## VIP review is major campus issue

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raised at the Oct. 31 Faculty Senate meeting, discussed new programs that require reallocation of existing resources, and shared plans for further work on VIP recommendations.

The letter referred to the Oct. 31 senate meeting, which "indicated that important segments of the University community are hesitant to endorse the program reductions and eliminations suggested by the Steering Committee. It was obvious as well, however, that no one was suggesting viable alternatives. . . . we think that the senate needs to ask itself, and its constituents, to consider what happens if no substantial reductions occur."

Further, the Steering Committee stated, "Gallaudet desperately needs new programs" to meet the changing needs of its students, and the University's resources must be reallocated to support these programs. Specifically, the Steering Committee noted that the University must take steps to see that students develop the knowledge and skills they need to succeed through assessment of student outcomes, that resources are available to ensure that students obtain adequate literacy skills, that Gallaudet become the world leader in the areas of deaf studies and American Sign Language, that the importance of diversity is stressed, and that Gallaudet keep pace with technological advances that can be adapted to classroom learning.

In the letter, the Steering Committee also responded to concerns about the accuracy of the data used in making its preliminary recommendations. The data, according to the letter, came from three sources: official University data providers, that is, the Budget Office, the Registrar's Office, and the

Office of Institutional Research; departments or programs themselves; and information provided to or from accrediting agencies.

On Nov. 10, students joined Student Body Government representatives in Ely Auditorium to ask questions and express their opinions about VIP preliminary recommendations. Dr. Steve Weiner, a member of the Steering Committee, explained the history of the review and the process used to develop recommendations. Dr. Ron Sutcliffe, chair of the Council on Undergraduate Education, explained the council's work to revise the general education curriculum and invited students' help.

"Gallaudet can't set up new programs without considering where the money comes from," said Weiner. "The bottom line is it's time for some change—not because the [Middle States Association] said so, but as a university that is a living, breathing entity."

Most of the two-hour meeting was left to student input. Among the topics that students queried were the recommendations to close the Master's in Social Work program, to close parts of the Graduate Research Institute, and eliminate some faculty from the Department of Physical Education and Recreation. Several students also expressed concerns that the University is placing more emphasis on literacy in English than on ASL.

Regarding the latter issue, Weiner said that the VIP recommendations support ASL. He also noted that funds saved from GRI would go to teachers so the students would learn about research, too. When a show of hands revealed that few students had read the VIP report, Weiner urged them to do so and to send their concerns to Van Cleve, who also attended the meeting.

## Dilemmas of legislation discussed

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Rodriguez also said that IDEA "is one of the most popular laws in history," that people must remember that it includes all disabilities, and that deafness is a low-incidence disability when one looks at the entire disability community. "All in all, if you look at it from a distance, it has been a very, very good law," he said.

Panelist Martha Fields, executive director for the National Association of State Directors of Special Education, expanded on Rodriguez's point. She recalled years ago when disabled children had to be toilet trained, be able to feed themselves, and have language to come to school—a time when

her supervisor told her she should not seek out disabled children in the community and try to enroll them in school. "When I look at the progress we've made over 20 years, I'm amazed," she said. "We now go out, reach out to [disabled] students."

Also on the panel were Dr. Ellen Kahan, deputy director of special education for Arlington (Va.) Public Schools and Dr. Gil Delgado, retired superintendent of the New Mexico School for the Deaf. Dr. Garnett Pinkney, director of special education for the District of Columbia Public Schools, was unable to attend. The Landers lectureship is sponsored by the Department of Administration and Supervision.



College of Arts and Sciences Dean Jane Dillehay (left) and English Department Chair Bruce White congratulate English instructor Kathleen Wood for five years of service.



Communication Arts Department Chair Rosemary Weller congratulates assistant professors Dr. Paul Siegel (center) and Dr. Raed Mobsen, for their five years of service.

## GUCC exhibit wins 'Best in Show'

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theme with a stained glass window at one end and follows the logo and interior color schemes. A finishing touch for the trade show included plants that complemented the pink in the exhibit. In addition, Harkness and marketing assistant Kathy Brennan dressed in navy slacks with cream-colored sweatshirts that displayed the GUCC logo.

"We're not trying to compete with hotels for big annual meetings; that's not our focus at all," Harkness said. In addition to businesses in Prince George's County, potential markets include the federal government and small corporations that don't have their own training facilities.

"Overall, there's a high level of excitement in the meeting planning community about this conference center," Harkness said, "in part, because of the unique features it will offer and because it's Gallaudet University."

Among the features that are attracting business people are the fact that the center will meet all ADA accessibility requirements; that it will be a dedicated conference facility, not a hotel; that it will be in D.C.; that it will have state-of-the-art translation facilities; and that it will be priced competitively.

Recent mailings of more than 8,000 brochures to meeting planners and association executives brought in about 150 phone inquiries and some bookings.

Construction of the center is expected to be complete by February with a grand opening celebration scheduled for March. After that, the first event scheduled for the center at present is in May.

## Health fair slated

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months for individuals and up to 36 months for dependents who lose eligibility as family members under a Gallaudet employee's enrollment. This includes spouses who lose coverage because of divorce and children who lose coverage because they marry or reach age 22.

TCC enrollees must pay the total plan premium, without Gallaudet's contribution, plus a two percent charge for administrative expenses. There are specific time frames in which Gallaudet employees or their dependents must enroll for TCC.

Employees with questions about open season or their health benefits can contact Muse by E-mail, HR\_AMUSE, or by calling x5111.

## Classified Ads

**Classified ads** are printed for Gallaudet faculty and staff. Written ads must be submitted in person or by mail to *On the Green*, MSSD, Room G-37. Off-campus phone numbers must include an area code and whether the number is voice or TTY. In compliance with the Education of the Deaf Act of 1992, as amended, payment of \$1 per ad per printing must accompany each ad. Ads received Nov. 14-23 will be printed Dec. 5. Because of the Thanksgiving Day holiday, *On the Green* will not be printed Nov. 28.

**FOR SALE:** Desk, mahogany w/leather top, 23 x 46 in., 7 drawers, \$300; swivel chair, 36-1/2 in., solid pecan and Naugahyde, \$250. E-mail YJANDERSSON.

**FOR RENT:** House in Cheverly, Md., near Metro, 3 acres, garage, 5 BRs, basement, greenhouse room, W/D, fireplace, porch and deck, \$1,295/mo. Call (301) 937-8660.

**FOR RENT:** 1- and 2-BR apts. and 1-BR accessible apts. in Washington, D.C., W/D, near Metro bus/shopping, rent incl. util. plus AC. For more information, call Deaf-REACH housing specialist, (202) 832-6681 (V/TTY), or Southview Apts., (202) 889-6660.

**FOR RENT:** Apt. in walking distance to Kendall Green, 2-BR, new carpet, fresh paint. Call Ms. Gaither, (301) 774-9719.

**FOR RENT:** Basement apt., kitchen, separate entrance, fireplace, cable TV, incl. util., Rt. 197 and Balt.-Wash. Parkway in

Laurel, Md., \$550/mo. Call Olin or Audrey Miers, (301) 206-5276.

**FOR RENT:** House in Bowie, Md., 4-BR, 2-BA, rec. room, family room, W/D, wood stove/fireplace \$900/mo. plus util. Call (703) 695-1378 days or (301) 948-5175 eves.

**WANTED:** Full-time babysitter for 6-mo.-old between Jan. and June 1995. Mother or Parent /Infant Program student preferred. Ideal caretaker licensed in Md. or D.C. Call (301) 490-2162 or E-mail BBOURNEFIRL.

**WANTED:** Caretaker for girls, 10 and 7 yrs., flex. hours, free room and board, Silver Spring, Md. Call (301) 585-2433 (V/TTY).

## Job Openings

Some of the advertised positions may already be filled. The list below includes only new staff and faculty openings and does not represent all jobs available. To get a recorded message describing the complete list, call x5358 (V) or x5359 (TTY).

**BUS MONITOR:** Transportation Department  
**NIGHT STUDENT AIDE:** MSSD Residence Education (female and male dorms)

**TEACHER AIDE:** KDES SCIENCE  
**TEACHER:** Part-time, MSSD Science  
**FACULTY:** English Department